DOCUMENT RESUME

ED 097 328 SP 008 490

TITLE	CUETEP: Central University's Elementary Teacher Education Program.
INSTITUTION	North Carolina Central Univ., Durham.
PUB DATE	73
NOTE	8p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Elementary School Teachers; Microteaching; *Performance Based Teacher Education; Performance Criteria; Teacher Behavior; Teacher Role

ABSTRACT

The goal of North Carolina Central University's "new" program is to design a sequence of experiences that will prepare teachers who demonstrate their competence in terms of agreed-upon behaviors. The first component is divided into nine module clusters. The modules in the component relate to the job of the teacher, innovations which are precipitating changing roles for teachers, the teacher as a member of a profession with the responsibilities which a member of a profession has to his constituents and to his profession, the opportunities for supportive roles in education, research on teacher effectiveness and its measurement, and observation experiences. The second course includes three minicourses. One minicourse focuses on the historical and philosophical foundations, a second one is concerned with the sociological foundations, and the third centers on the modern elementary school. The senior semester teaching block contains simulated microteaching of specific strategies in the basic instruction areas (reading, mathematics, and social studies); media workshops to prepare teaching tools and visual aids; and role playing to solve social problems. (JA)

ED 097328

CUETEP

Central University's Elementary Teacher Education Program

North Carolina Central University
Durham, North Carolina

1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 008 490

COMPETENCY BASED TEACHER EDUCATION AT NCCU

North Carolina Central University, Durham, North Carolina, is a predominately black liberal arts institution which had prepared only secondary teachers at the undergraduate level prior to the authorization of an elementary program in 1969, with its first graduates in 1973. The granting of the elementary program provided the impetus to build a "new" and sequential K-16 program, which incorporated an existing Nursery-Kindergarten program in the Home Economics Department and a graduate program in education.

Over the past three years as NCCU has been developing the new program, it has been our good fortune to be part of a Consortium of Southern Colleges, funded by the USOE to study the model programs developed by nine large institutions under the Bureau of Research.

The goal of NCCU's "new" program, and we have made only a good beginning, is to design a sequence of experiences that will prepare teachers who demonstrate their competence in terms of agreed upon behaviors.

The behaviors are described in terms of three kinds of objectives:

1. Instructional objectives which specify a teaching skill.
2. Cognitive objectives which detail specific knowledge to be learned.
3. Expressive objectives which are experiences considered important to the preservice teacher.

Insofar as logistically possible at this time, there are alternative routes for achieving the objectives in order to personalize the program.

Two other significant elements of the program include a four-year sequence of field experiences with pupils in the schools and a Human Relations component.

Progress to date includes the field testing of three introductory courses in the professional sequence and the senior semester, student teaching block. The first component, taught during the fall, spring, and summer semesters 1970-73, was remodeled extensively after each semester and is presently being restructured for the next semester. A brief description of this component will illustrate NCCU's model in action. The course focuses on the teacher, its primary purpose being to help the student decide at this first stage whether or not he wants to teach.

The Elementary staff members developed the broad framework of the course, which was then divided into nine Module Clusters (independent, self-contained packages). Each of five staff members accepted primary responsibility for developing one or more of the Clusters, locating or preparing the materials for the alternatives, and planning the kinds of instructional organization to achieve the various behavioral objectives in the Cluster. Three of the clusters developed can be completed by students totally on their own and the others combine a variety of activities (e.g. films, seminars, small group discussions, etc.).

The form NCCU chose for expressing each behavior contains the following elements:

1. Rationale (Purpose)
2. Behavioral Objective (Task & Conditions)
3. Alternative Learning Experience (Ways of achieving the objective)
4. Resources (Tapes, Bibliography, etc.)
5. Evaluation (Criterion level definition)

The Modules in the Comporent relate to the job of the teacher, innovations which are precipitating changing roles for teachers, the teacher as a member of a profession with the responsibilities which a member of a profession with

the responsibilities which a member of a profession has to his constituents and to his profession, the opportunities for supportive roles in education, research on teacher effectiveness and its measurement, and observation experiences. The first Modules relate to learning to use the library and the equipment in the Learning Center. Achievement in each of the 25 Modules for the component must be satisfactorily demonstrated at the designated competency level.

The second course, taught for the first time in spring, 1971, focuses on the school. It is a "half-way" course, taught by a team of five education faculty members and includes three minicourses. One minicourse focuses on the historical and philosophical foundations, a second one is concerned with the sociological foundation and the third zeros in on the modern elementary school. Part of this is quite traditional and part is described in Modules with alternatives. Much planning during the coming semester will go into the evaluation and restructuring of the course. The third course, which focuses on psychological foundations and child growth and development is modularized and has undergone several revisions.

The senior semester student teaching block is still in the formative stage, presently being field-tested as our first four-year graduates will be this spring 1973 (75 students). Strengths in the block are: (1) Simulated mini-teaching of specific strategies using both the video-tapes of microteaching and audio-tape cassettes in the basic instructional areas: reading, mathematics, social studies. (2) Media workshops to prepare teaching tools, visual aids, games, etc. (3) Role-playing to solve social problems as well as to analyze alternatives in dealing with classroom behavior problems.

Progress has been made in each of the areas listed below, yet there have been many continuing problems such as:

1. Working as a team, illustrating the new roles in individualization, and team teaching with large and small groups.

2. Developing materials for the Learning Center.

3. Designing a behaviorally-oriented curriculum.

4 Determining measurable competence.

5. Coping with new concepts of faculty-student relationships.

Unresolved problems (some not tackled yet) include:

1. Identifying the performances imperative for the pre-service teacher. (We say we have a "working model" as we're still so far from agreement on minimum list of performances).

2. Modifying the grading system which has been totally inadequate. (Pass, Incomplete, and Withdrawal from the program are desirable).

3. Keeping up with the mountains of record-keeping. (The computer has come to our rescue here, but other campus priorities interfere).

4. Finding a better balance of flexibility and structure to permit a workable and reasonable use of faculty time.

In spite of the problems, solved and unsolved, the competency-based program appears to offer greater opportunity for teacher trainees to develop the skills they bring and to learn, in their individual style and at their own rate, the ones they need. A major behavioral objective of ours will be reached when the new teachers transport new and better techniques into the public school learning field. The successes of the first two groups of student teachers, a "guinea-pig group" of 21 in Spring 1972, and 37 in the Fall 1972 have been most encouraging. We feel that some of the right pieces are being put together as the teachers and principals in the cooperating schools compliment our students on their initiative, responsibility, creativity and ask for double or triple the number of student teachers in subsequent semesters. More than 90% of the students, thus far, have been asked to apply for jobs in the school or system in which they did their student teaching.

(Charts 1. and 2. indicate required components and specialization areas for 4-9 students).

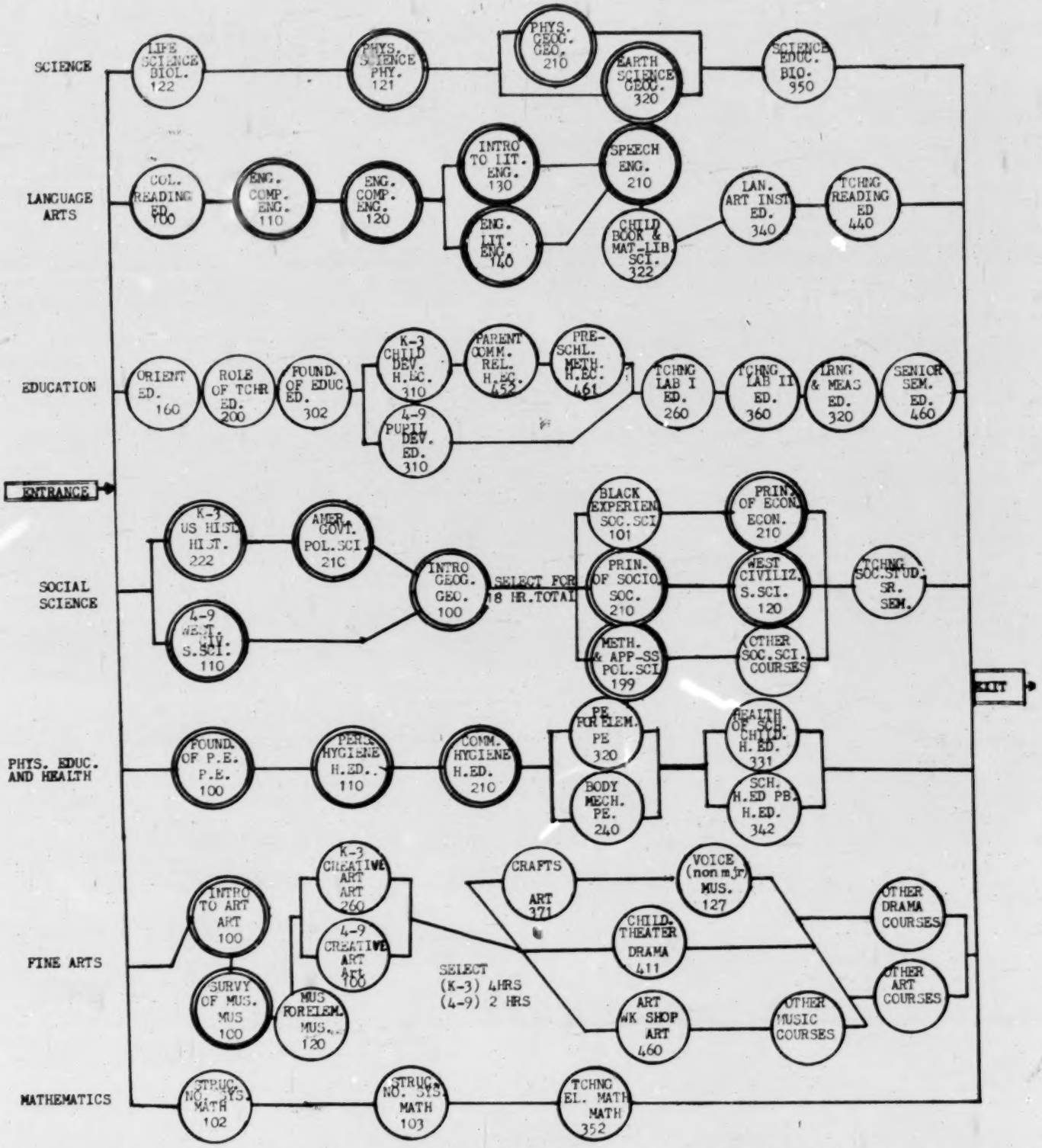

SCIENCE
LIFE SCIENCE BIOL. 122
PHYS. SCIENCE PHY. 121
PHYS. GEOG. GEO. 210
EARTH SCIENCE GEOG. 320
SCIENCE EDUC. BIO. 950
LANGUAGE ARTS
COL. READING ED. 100
ENG. COMP. ENG. 110
ENG. COMP. ENG. 120
INTRO TO LIT. ENG. 130
ENG. LIT. ENG. 140
SPEECH ENG. 210
CHILD BOOK & MAT-LIB. SCI. 322
LAN. ART INST ED. 340
TCHNG READING ED 440
EDUCATION
ORIENT ED. 160
ROLE OF TCHR ED. 200
FOUND. OF EDUC ED. 302
K-3 CHILD DEV. H.EC. 310
4-9 PUPIL DEV. ED. 310
PARENT COMM. REL. H.EC. 452
PRE-SCHL. METH. H.EC. 461
TCHNG LAB I ED. 260
TCHNG LAB II ED. 360
LRNG & MEAS ED. 320
SENIOR SEM. ED. 460
ENTRANCE
SOCIAL SCIENCE
K-3 US HIST HIST. 222
AMER. GOVT. POL.SCI. 210
4-9 HIST. & S.SCI. SCI. 110
INTRO GEOG. GEO. 100
SELECT FOR 18 HR. TOTAL
BLACK EXPERIEN SOC.SCI. 101
PRIN. OF SOCIO. SOC. 210
METH. & APP-SS POL.SCI 199
PRIN. OF ECON. ECON. 210
WEST CIVILIZ. S.SCI. 120
OTHER SOC.SCI. COURSES
TCHNG SOC.STUD. SR. SEM.
EXIT
PHYS. EDUC. AND HEALTH
FOUND. OF P.E. P.E. 100
PERS. HYGIENE H.ED. 110
COMM. HYGIENE H.ED. 210
PE FOR ELEM. PE 320
BODY MECH. PE. 240
HEALTH OF SCH. CHILD. H. ED. 331
SCH. H.ED PB. H.ED. 342
FINE ARTS
INTRO TO ART ART 100
SURVY OF MUS. MUS 100
K-3 CREATIVE ART ART 260
4-9 CREATIVE ART ART 160
MUS FOR ELEM. MUS. 120
SELECT
(K-3) 4HRS
(4-9) 2 HRS
CRAFTS ART 371
CHILD. THEATER DRAMA 411
ART WK SHOP ART 460
VOICE (non m.jr) MUS. 127
OTHER DRAMA COURSES
OTHER ART COURSES
OTHER MUSIC COURSES
MATHEMATICS
STRUC. NO. SYS. MATH 102
STRUC. NO. SYS. MATH 103
TCHNG EL. MATH MATH 352

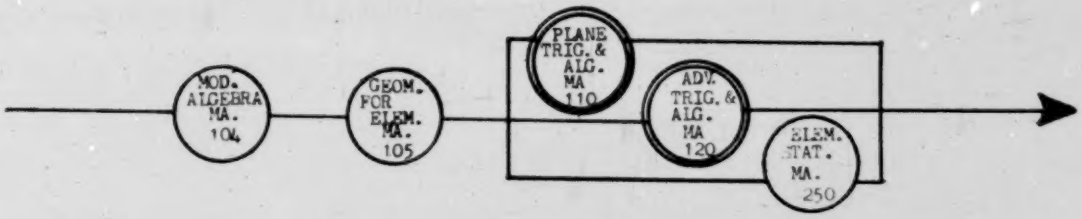
CHART 1. REQUIRED COURSES (For Specialization - see CHART 2)

NOTE: All COURSES WITH A DOUBLE CIRCLE ALSO SATISFY REQUIREMENTS FOR THE GEP (General Education Program).

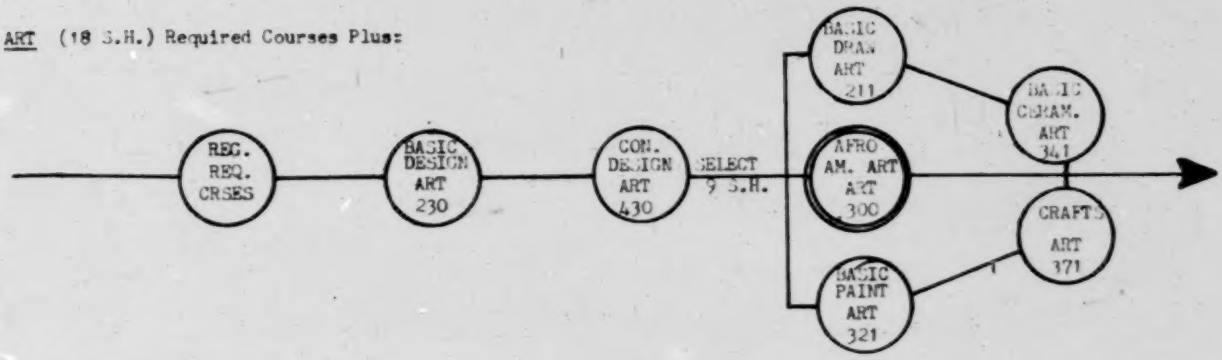
ELEMENTARY EDUCATION MAJORS (4-9)

One area of specialization is required but two areas are strongly recommended. The first area must be one of the four basic curriculum areas: language arts, social studies, science or math. The second area may also be one of the above four or art, music, physical education, P.E. and health combination, library science or special education, (mental retardation or speech). The minimum course requirements in each area follow.

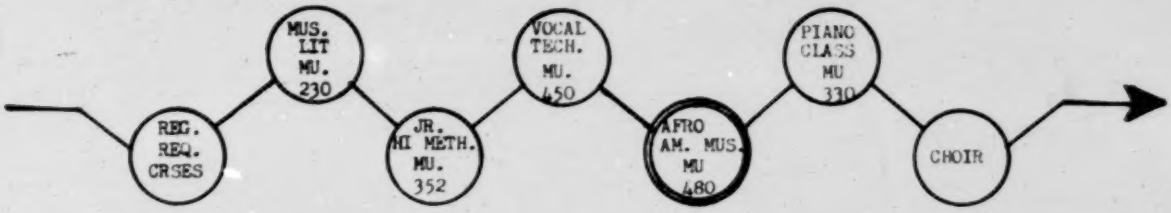
MATHEMATICS (18 S.H.) Required Courses Plus:



ART (18 S.H.) Required Courses Plus:



MUSIC (18 S.H.) Required Courses Plus:



SPECIAL EDUCATION: MENTAL RETARDATION (18 S.H.)

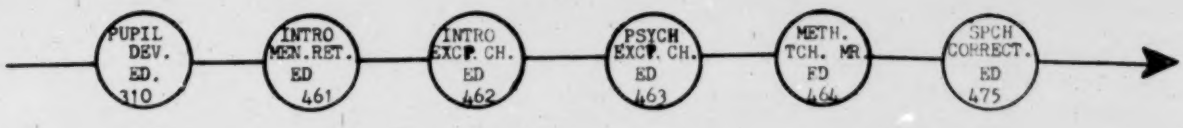
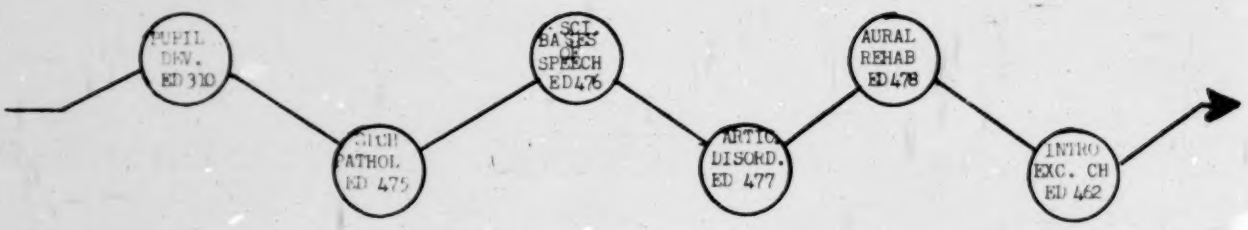


CHART 2. SPECIALIZATION REQUIREMENTS (4-9)

SPECIAL EDUCATION: SPEECH (18 s.h.)



LANGUAGE ARTS (24 s.h.) REQUIRED COURSES PLUS:

3 s.h. in English. These may be literature, composition, reading or speech.

SOCIAL STUDIES (24 s.h.)

6 s.h. The 24 s.h. should include history and study in at least 3 of the other social sciences. Social sciences. Social Science 110 and 120 are counted as history.

SCIENCE (18 s.h.) REQUIRED COURSES PLUS:

6 s.h. to be elected in the Life Sciences, the Physical Sciences or the Earth Sciences.

PHYSICAL EDUCATION or PHYSICAL EDUCATION or PHYSICAL EDUCATION AND HEALTH (18 s.h.) REQUIRED COURSES PLUS:

Consult your advisor and the chairman of the Physical Education and Health Departments until the new state guidelines are completed.

BEST COPY AVAILABLE